2026-27 District Improvement Plan



District Name	Devine Independent School District
Address	605 W. Hondo
Website	https://www.devineisd.org/
Date Presented to School Board	

Mission Statement

Tradition of Excellence

Vision

We empower students to maximize their educational potential and achieve life long success.

Core Beliefs

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Devine ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the district. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the district, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The District Improvement Committee met on May 21, 2026, at Devine Middle School to review data and begin the Comprehensive Needs Assessment and a draft DIP was developed based on strengths and weaknesses determined by the committee. Because STAAR data was not available at that time the committee will meet again in August 2026 to complete the CNA and finalize the DIP. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year. Once approved by the Board of Trustees, the District Improvement Plan, in English and Spanish, will be linked to the DISD website. A hard copy is available at the district office located at 605 W. Hondo Avenue.

Demographics

Overall Summary

The district serves a predominantly Hispanic student population with enrollment remaining relatively stable over the last three years at just over 2,000 students. Student demographics show a diverse range of academic, linguistic, economic, and behavioral support needs that significantly shape instructional programming, staffing, and intervention systems.

The district's student population is approximately 66% Hispanic, 31% White, and a small percentage of students representing other racial and ethnic groups. Enrollment trends indicate consistency in overall student numbers while maintaining representation across all grade levels from Early Education through 12th grade.

The district serves a high percentage of economically disadvantaged students, with over half of students identified as economically disadvantaged each year. In addition, nearly half of students are identified as At-Risk, indicating substantial academic and social-emotional support needs across the system.

Specialized programming is a significant part of district operations. Large numbers of students participate in bilingual/ESL services, special education, dyslexia intervention, CTE pathways, and advanced coursework opportunities. Special education identification has increased over time, while bilingual and ESL services continue to support a sizable multilingual student population.

The district demonstrates strong participation in Career and Technical Education (CTE) pathways and maintains meaningful dual credit opportunities for secondary students. CTE concentrator and completer numbers have increased over time, reflecting expansion and student engagement in career readiness programming.

Attendance rates have steadily improved over the last three years, indicating progress in student engagement and systems supporting attendance. Discipline trends show a reduction in ISS percentages overall, although disproportionality remains evident among several student groups.

Summary of Strengths

What were the identified strengths?

Strong Commitment to College, Career, and Workforce Readiness - Across multiple data sources, the district demonstrates a strong emphasis on preparing students for postsecondary success. High participation in CTE pathways, strong concentrator and completer trends reflect a system that supports workforce opportunities for students.

Stable Enrollment and Program Sustainability - Enrollment has remained relatively stable over multiple years, allowing the district to maintain continuity in staffing, programming, and long-term planning. Stable enrollment also supports the district's ability to sustain specialized programs and student services.

Positive Trends in Attendance and Student Engagement - Attendance rates have steadily improved over time, suggesting that district and campus efforts focused on student engagement, communication, and attendance intervention are having a positive impact.

Improvement in Behavioral Outcomes - District discipline data shows a reduction in overall ISS placements over time, indicating progress in behavior management systems, intervention supports, and efforts to keep students engaged in instructional settings.

Alignment of Programs to Community and Student Needs - CTE participation trends and career cluster enrollment indicate that the district provides programs aligned to both student interests and regional workforce needs. Strong participation in agriculture, human services, business, and technical pathways reflects responsiveness to the local community context.

Summary of Needs
What were the identified needs?

High Percentage of At-Risk and Economic Disadvantaged Students - Nearly half of students are identified as At-Risk, creating substantial intervention demands. More than half of students experience economic disadvantage, increasing the need for academic and social-emotional supports.

Increasing Special Education Demands - Special education participation continues to increase, placing pressure on staffing, inclusion supports, and intervention systems.

Discipline Disproportionality - Discipline outcomes are disproportionately impacting several student groups, particularly male students, Black/African American students, At-Risk students, and students receiving special education services.

Attendance Gaps Among Student Groups - Attendance disparities remain among some demographic and program groups.

Declining Dual Credit Participation - Dual credit participation has declined slightly in recent years, especially among seniors.

Limited GT Participation - Gifted and Talented participation appears relatively low and may indicate under identification of advanced learners.

Increase in low impact behavior - indicator of classroom management

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Increasing Special Education Demands - Special education participation continues to increase, placing pressure on staffing, inclusion supports, and intervention systems.

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Student Achievement

Overall Summary

Devine ISD's student achievement data reflects improving high school performance and college, career, and military readiness. Students are demonstrating stronger results on end-of-course assessments, and fewer students are being retained. These gains suggest progress in preparing students for graduation and life after high school.
Achievement is less consistent in elementary and middle school. Mathematics remains the greatest districtwide need, particularly in grades 3-7. Early literacy results indicate a need to strengthen foundational reading skills and sustain progress across grades, especially in second grade. Fifth-grade science and upper-elementary reading also warrant focused attention.
Significant achievement gaps persist for emergent bilingual students, students receiving special education services, and economically disadvantaged students. Many students who previously performed below expectations are not catching up sufficiently. The district should prioritize consistent grade-level instruction, targeted interventions, language development, and ongoing monitoring while sustaining gains in high school achievement and postsecondary readiness.

Summary of Strengths
What were the identified strengths?

Improving high school achievement. English, Algebra I, and Biology results show substantial improvement, with additional gains in U.S. History.

Increased postsecondary readiness. More graduates are meeting college, career, and military readiness criteria, supported by college preparation, dual credit, and industry-based certification pathways.

Kindergarten reading growth. Kindergarten students demonstrated substantial progress from the beginning to the end of the school year.

Stronger eighth-grade science. Students improved at both the Meets and Masters levels.

Student progression and completion. Most students graduate, and declining districtwide and high school retention rates indicate that more students are advancing through school on schedule.

Summary of Needs
What were the identified needs?

During 2025-26, the district began using high-quality instructional materials thru the LASO 4 grant in grades K-5, with teachers learning the materials for the first time. Mathematics mastery in grades 3-7 remained low, and many students below expectations did not make sufficient progress to catch up.

Too many students leave second grade below reading benchmark, and early literacy progress is not consistently sustained across grades, placing students at risk as reading demands increase.

Emergent bilingual students, students receiving special education services, and economically disadvantaged students demonstrate substantially lower achievement than comparison groups. English language development and reading growth remain additional concerns.

Fifth-grade science achievement remains especially low, while upper-elementary reading results indicate inconsistent mastery and declining performance in key grades.

Despite improved CCMR outcomes, readiness in both reading and mathematics remains limited when college preparation courses are excluded. Dual credit participation counts have declined.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Mathematics achievement and acceleration

Early literacy and sustained reading progress

Achievement gaps and language development

Elementary science and upper-elementary reading

Processes and Procedures

Overall Summary

Using the districtwide data sources for attendance, discipline, student retention, professional development, CTE coding, and curriculum management systems, the overall picture suggests the district has built many of the organizational structures necessary for effective operations and instructional improvement. The district has clearly defined expectations, established collaborative systems, and implemented instructional frameworks across campuses. However, the data consistently points to variability in implementation, student experience, and operational effectiveness between campuses, teams, classrooms, and programs.

The districtwide curriculum management analysis repeatedly identifies that the challenge is no longer whether systems exist, but whether those systems are implemented consistently enough to impact student outcomes across all campuses.

Across campuses, there is evidence that:
*PLCs are operational,
*common assessments exist,
*intervention systems are functioning,
*instructional monitoring occurs,
*and data conversations are taking place.

At the same time, attendance, discipline, CTE participation, and implementation feedback collectively suggest that the student and staff experience varies significantly depending on campus structures, leadership systems, instructional consistency, and team effectiveness.

The operational patterns reflected in the data indicate the district is in the “implementation coherence” stage:
*systems have been established,
*expectations are articulated,
*but implementation depth, calibration, and sustainability remain inconsistent districtwide.

Summary of Strengths
What were the identified strengths?

Collaborative Structures Are Embedded Across Campuses - PLCs and collaborative planning systems are functioning among most campuses and provide a strong foundation for continuous improvement that impact Tier I instructional effectiveness.

Staff Value Professional Learning and Feedback - Most staff report satisfaction with professional growth opportunities and instructional feedback systems.

Data Systems Focus - Campuses have focused on establishing protocols for regular use of assessment data to support student learning.

DISD Business office consistently scores an "A" on the FIRST report.

Certification reimbursement and stipends for areas of critical need.

Robust safety and security committee membership and community participation and SRO program

Summary of Needs
What were the identified needs?

Consistency of Student Experience Across Campuses and Classrooms - The largest districtwide concern is variability in implementation across campuses, teams, grade levels, and classrooms.

Tier I Instructional Effectiveness - The district's intervention systems appear to be compensating for inconsistent core instruction rather than supplementing consistently strong Tier I practices.

Monitoring, Coaching, and Accountability Systems - Campuses repeatedly identify inconsistent monitoring, weak follow-through, and limited coaching capacity.

Teacher Capacity and Curriculum Internalization - Teachers continue to need support with: HQIM implementation, data analysis, instructional rigor, scaffolding strategies, and curriculum internalization.

Need for mental health speakers at the secondary campuses and character education speakers at the primary campuses. Need for bully prevention program.

Need for consistency in organizational systems.

Communication is a top-down approach.

Sub shortage frequently causes the need to split classes and absorb students into other classes, particularly at the primary campuses.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Consistency of Student Experience Across Campuses and Classrooms - The largest districtwide concern is variability in implementation across campuses, teams, grade levels, and classrooms.

Teacher Capacity and Curriculum Internalization - Teachers continue to need support with: HQIM implementation, data analysis, instructional rigor, scaffolding strategies, and curriculum internalization.

Sub shortage frequently causes the need to split classes and absorb students into other classes, particularly at the primary campuses.

Perceptions

Overall Summary

The overall perception data suggests Devine ISD operates as a relationship-centered district that values student support, staff collaboration, and multiple pathways for student success. Across the senior survey responses, staff climate data, attendance trends, and retention information, a consistent theme emerges that students and staff generally feel connected to the district and appreciate the supportive environment provided by teachers, coaches, counselors, and campus staff.

Students consistently identified relationships with adults as one of the most positive aspects of their school experience. Seniors described teachers, coaches, counselors, and extracurricular sponsors as meaningful supports during high school. Students also expressed pride in their involvement in athletics, FFA, band, dual credit, CTE programs, and workforce opportunities, indicating that the district promotes multiple definitions of student success beyond only traditional academic pathways. The district culture appears to encourage perseverance, work ethic, and resilience.

Staff climate survey data also reflects generally positive perceptions of the work environment. Most staff members agreed that they have the tools needed to do their jobs effectively, opportunities for professional growth, respectful working relationships, and classroom autonomy. Staff perceptions improved from 2024-2025 to 2025-2026 in several key areas including professional respect, teacher retention perceptions, planning time, and access to resources. Teacher retention rates also increased over the three-year period from 73.3% to 83.5%, suggesting improving organizational stability and stronger staff commitment to the district.

Attendance trends further support the perception of a connected and engaging environment. Districtwide attendance improved steadily over the last three years from 93.5% to 94.6%, with nearly every student group demonstrating gains. Secondary attendance, particularly at grades 9-12, showed notable improvement in 2025-2026. These trends suggest students are increasingly connected to school and view attendance as important.

Discipline data indicates some positive movement in student behavior and school systems. ISS percentages decreased from 9.7% in 2023-2024 and 9.76% in 2024-2025 to 7.9% in 2025-2026. Reductions occurred across several student groups including economically disadvantaged students, male students, and at-risk students. This suggests efforts related to behavior systems, student support, or campus expectations may be positively impacting student conduct.

However, the perception data also reveals important concerns regarding stress, consistency, student motivation, and school culture. Students frequently referenced stress, burnout, anxiety, balancing school with work and extracurricular activities, and feeling overwhelmed. Students also expressed concerns regarding peer behavior, vaping, bullying, drama, and inconsistent discipline practices. Several responses indicated a desire for more practical life preparation, stronger postsecondary advising, and coursework that feels more relevant to future goals.

Staff climate data also reveals lingering concerns regarding collaboration time, workload balance, and perceptions about retaining highly effective staff. While teacher retention perceptions improved significantly, a large portion of staff remained neutral on whether the best teachers are retained, suggesting uncertainty about long-term organizational consistency. Additionally, some staff still reported concerns regarding planning time and workplace stress.

Overall, the district appears to conduct business through strong relational practices and student-centered support systems, but the data also indicates a need to strengthen consistency, wellness supports, postsecondary readiness systems, and collective expectations around culture and behavior.

Summary of Strengths
What were the identified strengths?

Use of SchoolMessenger and social media to communicate to parents/community.

Strong Relationship-Based Culture - Students consistently identified teachers, coaches, counselors, and campus staff as positive influences on their high school experience. Staff survey data also reflected generally respectful collaborative relationships among employees.

Improving Staff Stability and Retention - Teacher retention improved from 73.3% to 83.5% over three years, while paraprofessional retention rebounded significantly in 2025-2026. These trends suggest improving organizational stability and stronger staff commitment to the district.

Positive Student Engagement Through Multiple Pathways - Students demonstrated strong participation and pride in extracurricular activities, athletics, dual credit, CTE, military pathways, and workforce preparation programs. Students appear to value both college and career readiness opportunities.

Increasing Attendance Across Student Groups - District attendance improved from 93.5% to 94.6% over three years, with gains across most grade levels and student populations. Improving attendance reflects stronger student connection and engagement.

Declining ISS Rates - ISS percentages decreased from 9.7% to 7.9% districtwide, suggesting improvement in behavior systems, interventions, or campus expectations.

Staff Generally Feel Supported Professionally - Most staff members agreed they have access to needed tools, professional growth opportunities, and classroom autonomy. Perceptions regarding professional respect also improved between survey years.

Summary of Needs
What were the identified needs?

Student Stress, Anxiety, and Mental Health Concerns - Students consistently described stress, burnout, pressure, anxiety, exhaustion, and difficulty balancing academics, athletics, work, and extracurricular commitments.

Need for Stronger Postsecondary and Life Readiness Systems - Students expressed a desire for more guidance regarding college applications, scholarships, financial aid, career pathways, life skills, and transition planning.

Concerns About School Culture and Student Behavior - Students identified concerns regarding bullying, vaping, drama, disrespectful behavior, low student motivation, and inconsistent discipline practices.

Inconsistent Student Engagement and Sense of Connection - Some students struggled to identify accomplishments, lacked confidence in future planning, or described feeling disconnected from the school experience.

Staff Concerns Regarding Time and Workload Balance - Although perceptions improved, a significant portion of staff remained neutral or negative regarding collaboration time, planning time, and workload expectations.

Students frequently reflected on resilience and perseverance

CNA needs to reflect all stakeholders - need for parent and additional student surveys.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Student Stress, Anxiety, and Mental Health Concerns - Students consistently described stress, burnout, pressure, anxiety, exhaustion, and difficulty balancing academics, athletics, work, and extracurricular commitments.

Inconsistent Student Engagement and Sense of Connection - Some students struggled to identify accomplishments, lacked confidence in future planning, or described feeling disconnected from the school experience.

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Additional Information

Goals and Strategies

Goal 1	Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students

Performance Objective 1.1:
The district will increase meaningful parent and community engagement by increasing participation in district and campus decision-making committees, advisory groups, family engagement activities, and school events.

Evaluation Data Source(s):

- Number and percentage of parents/community members serving on district and campus committees
- Participation rates at family engagement events
- Parent survey results regarding opportunities for involvement
- Number of active community partnerships
- Volunteer participation

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide parents with tools and resources to help support their children; provide parents of students with disabilities with specific trainings, peer supports, and conference attendance targeted to their child's needs and disabilities.	Campus Administrators with support from District Administration	June		Parent Surveys	
Continue to embed information about how to be engaged with the school and the benefits of parent/family/school partnerships during parent presentations.	Campus Administrators with support from District Administration	June	**Source** Local Funds **Budget Reference** Fund 199: Fund 199: **Source** Title I **Budget Reference** Fund 199: Fund 199:	Agendas Sign-in Sheets Parent Surveys	
Continue to offer parent meetings during varying hours of the day to accommodate a variety of schedules	Campus Administrators	June		Meeting Agendas, Sign-in Sheets	
Provide opportunities for parents and community members to be involved and	Campus Administrators	June		Invites, Sign-in Sheets	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
engaged (SBDM - DEIC, Math and Science Night, Meet the Teacher, Open House, Book Fair and Family Night, Veteran's Day Recognition, Family Appreciation Meals, PTOs/booster clubs, etc.).					
Provide all stakeholders the opportunity to provide feedback annual satisfaction surveys.	Superintendent Campus Administrators	March		Parent, Teacher and Student survey results	

Goal 1	Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students

Performance Objective 1.2:
The district will increase family capacity to support student learning by expanding access to instructional resources, family education opportunities, and two-way communication, resulting in increased parent participation in activities that reinforce student achievement.

Evaluation Data Source(s):

- Number and percentage of parents/community members serving on district and campus committees
- Participation rates at family engagement events
- Parent survey results regarding opportunities for involvement
- Number of active community partnerships
- Volunteer participation

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide timely communication from campuses to parents using the district's platform for communication, School Messenger, Remind and social media. Ensure parents are providing their primary email for School Messenger.	Campus Administrators	June 2027		Increase engagement in SchoolMessenger and social media.	
Provide Summit K-12 access to the parents of Emergent Bilingual students upon request when licenses are available.	Director of Federal and Special Programs, Campus Administrators, support from Campus Counselors	June		Rosetta Stone license use dashboard	
Share educational resources to parents via School Messenger.					
Provide parents with opportunities to participate in parent conferences throughout the school year.					

Goal 2	All students will be encouraged to meet their full educational potential.

Performance Objective 2.1:
Increase the percentage of students at Meets standard on STAAR to reach the 2028-32 target in RLA (55%) and Math (58%) and increase Science and Social Studies by 4 percentage points over the next two years.

Evaluation Data Source(s):
STAAR performance
Local assessment data
STAAR Progress Measures
College, Career, and Military Readiness (CCMR) indicators
SAT/ACT participation and performance

2026-27 Targets
STAAR Targets:
Math from 34% to 38%
RLA from 43% to 48%
Science from 49% to 52%
SS from 50% to 57%
MAP Targets::
By Spring 2032, the percentage of students in grades 2-8 achieving at or above the NWEA MAP Meets benchmark associated with STAAR Meets Grade Level will increase from 42nd percentile to 73rd percentile for Math and from the 40th percentile to 62nd in RLA.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement the LASO Cycle 4 grant by adopting and supporting High-Quality Instructional Materials (HQIM) in Reading (K-5) and Mathematics (K–7),	Superintendent, Campus Administrators, Instructional Specialists	Ongoing		HQIM implementation fidelity as evident in PLCs and walk-throughs, local assessments	
Strengthen Professional Learning Communities (PLCs) through data analysis, common formative assessments, intervention planning, and instructional adjustments.	Campus Administrators, Instructional Specialists, Teachers	Weekly		Observation and Feedback from LIFT SI PLC support	
Strengthen district curriculum management by ensuring a guaranteed and viable curriculum aligned to the TEKS	Superintendent, Campus Administrators,	Ongoing		Common assessment results, walkthrough data, student	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
through consistent instructional expectations, common assessments, curriculum review cycles, and district monitoring processes.	Interventionists, Teachers			achievement trends	
Establish a district-wide data culture that uses multiple measures (local assessments, STAAR, Progress Measures, CCMR indicators) to monitor student achievement, identify trends, and guide continuous improvement.	Superintendent, Campus Administrators, Instructional Specialists	Monthly		Monthly data reviews, annual accountability results	

Goal 2	All students will be encouraged to meet their full educational potential.

Performance Objective 2.2:
Increase the percent of students showing growth in RLA and Math to 80% as measured by STAAR.

Evaluation Data Source(s):
MAP Predicted Performance compared to STAAR
STAAR Growth
Curriculum Based Assessments

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Support consistent implementation of district-adopted HQIM in RLA and Math through professional learning, implementation expectations, coaching, and monitoring.	Campus Administrators Instructional Specialists	May 2027		Walkthrough data; implementation rubrics; coaching documentation; student assessment data	
Develop district processes for campuses to regularly identify students who are on track, below expected growth, or significantly below expected growth and adjust supports accordingly.	Superintendent Campus Administrators	May 2027		MAP/local assessment growth; STAAR interim data; student growth trackers; progress-monitoring data	
Establish district expectations for timely intervention and acceleration in RLA and Math based on multiple data sources, with particular attention to students who did not demonstrate growth the previous year.	Campus Administrators	Ongoing		Intervention Rosters, progress monitoring data	
Implement districtwide common formative and curriculum-based assessments aligned to the taught curriculum and use results to determine mastery, instructional gaps, and needed adjustments.	Campus Administrators Instructional Specialists	Ongoing		CBA results, PLC agendas, comparison of local assessments to STAAR and MAP Predicted Performance	
Provide principals and instructional leaders with training and tools to monitor curriculum implementation, analyze growth data, provide actionable	Superintendent Region 20 LASO Support	Ongoing		Walk-through data, principal coaching agendas, campus growth trends	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
feedback, and lead effective PLCs.					
Conduct scheduled district performance management reviews to determine whether instructional strategies, interventions, and professional learning are producing expected student growth and reallocate support when needed.	Superintendent Region 20 LASO Support	Monthly		Disaggregated growth reports, STAAR progress measures, MAP Predicted STAAR Peformance	

Goal 2	All students will be encouraged to meet their full educational potential.

Performance Objective 2.3:
The percentage of 3rd grade students will perform at the Meets level on STAAR RLA will increase from 39% to 50% and on STAAR Math from 20% to 40% by 2028. HB3 Goal

Evaluation Data Source(s):
STAAR
mClass for K-2nd Grade
MAP Achievement Scores for K-2nd Grade
MAP STAAR Predicted Performance for 2nd grade

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Leverage the LASSO Cycle 4 grant to build teacher capacity through HQIM implementation, instructional coaching, and collaborative PLCs focused on continuous instructional improvement monitoring	Campus Principals, LASO Leadership Team	Monthly		PLC implementation, coaching cycles, HQIM fidelity, student growth	
Continue implementation of high-quality instructional materials with coaching and instructional support to ensure rigorous, engaging Tier I instruction in every classroom.	Campus Administrators, Instructional Coaches	Ongoing		Walkthrough evidence, student growth data, local and state assessment results	
Monitor implementation of district instructional expectations through classroom walkthroughs, coaching, and administrator feedback cycles.	Superintendent, Campus Principals, Instructional Specialists	Monthly		Walkthrough data, instructional feedback documentation	
Develop a district continuous improvement process to monitor implementation of instructional initiatives, evaluate effectiveness, and adjust supports based on student performance data and campus needs.	Superintendent, Campus Principals, Instructional Coaches	Quarterly		Quarterly improvement reviews, student achievement data	

Goal 2	All students will be encouraged to meet their full educational potential.

Performance Objective 2.4:
The percentage of high school seniors earning CCMR will increase to 88% by 2028. HB3 Goal

Evaluation Data Source(s):
Graduation rate
Dropout rate
TSIA2
SAT/ACT
Industry Based Certifications and course completion
Dual Credit and OnRamps completion
Military Enlistment

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide individualized graduation planning, credit recovery, dropout prevention, and transition support for at-risk students.	HS Administration HS Counseling Staff			Individual Graduation Plans	
Ensure equitable access to advanced academic programming by reviewing participation data annually and removing barriers to enrollment in dual credit, advanced coursework, CTE pathways, industry certifications, and enrichment opportunities.	HS Administration			Course Catalog	
District monitoring of student achievement of CCMR component	Superintendent HS Administrator HS Counselor			CCMR indicators, dual credit enrollment, industry certifications, SAT/ACT participation, military enlistments	
Maintain partnerships with local colleges to offer students more dual credit and CTE courses.	HS Administration			Course Catalog MOUs	
Provide students with multiple opportunities to be successful on TSIA	HS Administration				

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
assessments (TSIA2, SAT/PSAT, ASVAB)					

Goal 3	The district will provide a guaranteed and viable curriculum that ensures rigorous, engaging instruction aligned to the Texas Essential Knowledge and Skills (TEKS), while meeting the diverse learning needs of every student.

Performance Objective 3.1:
The district will ensure 100% of curriculum documents, instructional resources, and common formative assessments are aligned to the TEKS and district expectations, resulting in a guaranteed and viable curriculum that is consistently implemented across all grade levels and content areas.

Evaluation Data Source(s):

- Common formative assessment implementation
- Campus implementation monitoring
- Curriculum Management Plan monitoring

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Fully implement the District Curriculum Management Plan by establishing consistent expectations for curriculum development, instructional resources, assessment practices, instructional planning, and monitoring across all campuses.	Superintendent, Campus Administrators	Ongoing		Curriculum Management Plan monitoring, annual implementation review	
Ensure pacing guides and common formative assessments align with the Texas Essential Knowledge and Skills (TEKS) and district instructional expectations.	Instructional Specialists	Ongoing		Pacing guides and data from common formative assessments	
Implement district-wide Professional Learning Communities (PLCs) that utilize common formative assessment data to monitor student learning, calibrate instructional practices, and ensure consistent curriculum implementation across campuses.	Campus Principals, Instructional Specialists	Weekly		PLC documentation, common formative assessment implementation, campus monitoring	
Utilize district instructional leadership teams to conduct routine curriculum implementation monitoring through classroom observations, lesson plan	Superintendent	Quarterly		District Curriculum Meeting Agendas	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
reviews, PLC evidence, and instructional feedback to ensure fidelity to district expectations.					
Establish a district curriculum review cycle that provides regular evaluation and revision of curriculum documents, instructional resources, and assessments using student performance data, teacher feedback, and changes to state standards.	Superintendent, Campus Administrators, Instructional Specialists	Annual		Curriculum revision documentation	

Goal 3	The district will provide a guaranteed and viable curriculum that ensures rigorous, engaging instruction aligned to the Texas Essential Knowledge and Skills (TEKS), while meeting the diverse learning needs of every student.

Performance Objective 3.2:
The district will increase the implementation of rigorous, student-centered instructional practices through instructional coaching, effective lesson design, and engaging learning experiences.

Evaluation Data Source(s):

- Walkthrough data - LIFT Observation/Feedback Coaching Cycle
- T-TESS instructional dimensions
- Instructional coaching data
- Student engagement indicators
- Lesson plan reviews

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Develop and implement a district instructional framework that defines high-quality instruction and establishes consistent expectations for lesson design, student engagement, formative assessment, academic discourse, and rigor across all campuses.	Superintendent Campus Administrators Instructional Specialists	Ongling		Walkthrough data, T-TESS instructional dimensions	
Establish a district instructional coaching model that provides differentiated support for teachers through coaching cycles, classroom modeling, reflective conversations, and job-embedded professional learning.	Campus Principals, Instructional Specialists	Ongoing		Instructional coaching data, walkthrough trends	
Utilize district instructional walkthrough processes to monitor implementation of instructional expectations, identify districtwide trends, and provide timely feedback that supports continuous instructional improvement.	Superintendent, Campus Administrators, Instructional Specialists	Monthly		Walkthrough reports, campus action plans	
Promote student-centered instructional practices that increase student	Campus Administrators,	Ongoing		Student engagement indicators, walkthrough	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
ownership, collaboration, problem-solving, and meaningful engagement through the intentional use of research-based instructional strategies.	Instructional Specialists			observations	
Utilize district instructional data to identify exemplary instructional practices and provide opportunities for teachers to observe, collaborate, and share effective instructional strategies across campuses.	Campus Principals, Instructional Specialists	Ongoing		Walkthrough trends, coaching documentation	

Goal 3	The district will provide a guaranteed and viable curriculum that ensures rigorous, engaging instruction aligned to the Texas Essential Knowledge and Skills (TEKS), while meeting the diverse learning needs of every student.

Performance Objective 3.3:
The district will strengthen instructional effectiveness by implementing collaborative planning, vertical and horizontal curriculum alignment, and data-informed instructional practices through Professional Learning Communities (PLCs) and common formative assessments.

Evaluation Data Source(s):

- PLC implementation data
- Professional development participation
- Vertical alignment documentation
- Curriculum review cycles
- Common formative assessment data meetings

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement the LASO Cycle 4 Grant by providing sustained professional learning, instructional coaching, Professional Learning Communities, and implementation support for High-Quality Instructional Materials (HQIM) in Reading and Mathematics (K–7) to improve instructional effectiveness and student outcomes.	Superintendent, Campus Administrators, LASO Leadership Team	Ongoing		HQIM implementation data, coaching documentation, campus implementation monitoring	
Provide sustained, job-embedded professional learning that emphasizes implementation of district initiatives through coaching, PLCs, collaborative planning, and follow-up support.	Campus Administrators, Instructional Specialists	Ongoing		PLC implementation data, coaching documentation	
Establish district structures that support vertical and horizontal collaboration among educators to strengthen instructional coherence, improve transitions between grade levels, and ensure shared expectations for student	Instructional Specialists	Quarterly		Vertical alignment documentation, meeting artifacts	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
learning.					
Implement a district continuous improvement process that utilizes common formative assessment data, instructional evidence, and student performance trends to evaluate district initiatives and guide instructional decision-making.	Superintendent	Quarterly		District data review meetings	
Develop teacher leadership capacity by providing opportunities for teacher leaders, PLC facilitators, instructional coaches, and administrators to lead professional learning and support implementation of district priorities.	Campus Administrators, Instructional Specialists	Ongoing		PLC documentation	
Evaluate the effectiveness of professional learning through participant feedback, implementation evidence, classroom observations, and student achievement outcomes to ensure professional development results in improved instructional practice.	Campus Administrators, Instructional Specialists	After each flex day where PD is provided		PD evaluations, walkthrough data, student achievement trends	

Goal 4	The district will recruit, develop, support, and retain highly qualified and effective personnel who are committed to continuous improvement and high levels of student achievement.

Performance Objective 4.1:
The district will recruit, hire, and retain highly qualified and effective personnel by maintaining competitive staffing levels, increasing employee retention, strengthening employee engagement, and fostering a positive organizational culture.

Evaluation Data Source(s):

- Teacher retention rate
- Professional staff retention rate
- Vacancy rate
- Time-to-fill critical positions
- Employee climate/culture survey results
- Employee engagement/satisfaction data
- New teacher retention

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement a comprehensive recruitment strategy that includes university partnerships, educator preparation programs, targeted recruitment events, grow-your-own initiatives, and strategic marketing to attract high-quality candidates.	Human Resource Director	Ongoing		Applicant pool data, hiring timelines, hard-to-fill vacancies	
Maintain competitive compensation and benefits by annually reviewing salary schedules, stipends, incentives, and employee benefits in comparison to regional districts to support recruitment and retention.	Superintendent, Human Resource Director, Board of Trustees	Annual Budget Cycle		Regional salary comparison, employee retention, vacancy data	
Foster a positive organizational culture by implementing district-wide employee recognition programs, staff appreciation activities, and opportunities for employee voice in district decision-making.	Superintendent, District Leadership Team	Ongoing		Climate and culture survey results, employee engagement data, retention rates	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Strengthen employee onboarding by providing comprehensive orientation, district expectations, organizational resources, and ongoing support for all newly hired employees throughout their first year of employment.	Human Resource Director, District Leadership Team	Annually		New employee survey results, first-year retention rates	
Utilize employee feedback, exit interviews, climate surveys, and retention data to identify trends and implement continuous improvement strategies that strengthen employee satisfaction and organizational effectiveness.	Superintendent, Human Resource Director	Annual		Climate survey results, exit interview summaries, retention trends	

Goal 4	The district will recruit, develop, support, and retain highly qualified and effective personnel who are committed to continuous improvement and high levels of student achievement.

Performance Objective 4.2:
The district will increase employee effectiveness through high-quality, job-embedded professional learning, instructional coaching, mentoring, leadership development, and timely evaluation and feedback, resulting in continuous professional growth and improved instructional effectiveness.

Evaluation Data Source(s):

- Professional development participation and completion
- Instructional coaching cycles completed
- New teacher mentoring participation
- Teacher Incentive Allotment results
- Evaluation completion rates
- Growth in observation/evaluation data
- Staff implementation of district instructional expectations

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide sustained, job-embedded professional learning through instructional coaching, Professional Learning Communities (PLCs), collaborative planning, and implementation support that promotes continuous improvement in instructional practice.	District Curriculum Team	Ongoing		Coaching cycles, PLC implementation data, walkthrough trends	
Utilize a comprehensive educator evaluation system that includes timely feedback, instructional coaching, goal setting, and individualized professional growth planning to strengthen educator effectiveness.	Campus Administrators, Instructional Specialists	Ongoing		T-TESS data, goal attainment, coaching documentation	
Evaluate the effectiveness of professional learning by analyzing implementation evidence, educator feedback, classroom observation data, and student performance trends to ensure professional learning results in improved	District Curriculum Team	Ongoing		Walkthrough data, T-TESS trends, student achievement data	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
instructional practice.					

Goal 5	The district will provide a safe, orderly, and supportive learning environment that promotes student well-being, positive relationships, responsible citizenship, and academic success.

Performance Objective 5.1:
The district will maintain safe, secure, and equitable learning environments on every campus by implementing comprehensive safety procedures, continuously evaluating emergency preparedness, promoting positive student behavior, and ensuring all students feel safe, valued, and supported.

Evaluation Data Source(s):

- Completion of required safety audits and emergency drills
- Compliance with district safety plans
- Reduction in discipline incidents
- Student, staff, and family climate survey results related to safety and belonging
- Threat assessment and safety compliance data

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Maintain and annually update the District Emergency Operations Plan (EOP) to ensure compliance with state requirements and best practices for school safety, emergency preparedness, and crisis response.	Superintendent, District Safety Coordinator	Annual		Safety audits, EOP review, compliance reports	
Conduct regular safety assessments, emergency drills, threat assessments, and security reviews to continuously evaluate campus safety procedures and identify areas for improvement.	District Safety Coordinator, Campus Administrators	Ongoing		Drill documentation, safety audit reports, threat assessment data	
Strengthen district-wide crisis prevention, response, and recovery systems by providing annual training for staff in emergency procedures, behavioral threat assessment, trauma-informed practices, and crisis response protocols.	District Safety Coordinator, Campus Administrators	Ongoing		Training participation, safety compliance documentation	
Utilize district safety and discipline data	Superintendent,	Quarterly		Discipline reports,	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
to monitor trends, identify areas of need, and allocate resources that strengthen campus safety, behavioral supports, and equitable learning environments.	District Safety Coordinator, Campus Administrators			safety data dashboards, campus improvement monitoring	
Strengthen partnerships with local law enforcement, emergency management agencies, mental health providers, and community organizations to enhance district safety planning, emergency preparedness, and coordinated student support services.	Superintendent, District Safety Coordinator	Ongoing		Partnership activities, safety planning documentation	

Goal 5	The district will provide a safe, orderly, and supportive learning environment that promotes student well-being, positive relationships, responsible citizenship, and academic success.

Performance Objective 5.2:
The district will improve student well-being and engagement in school connectedness and belonging by maintaining at least a 96% average daily attendance rate, expanding access to social-emotional and mental health supports, and strengthening positive relationships among students, staff, families, and the community.

Evaluation Data Source(s):
Average Daily Attendance (96% or higher)
Chronic absenteeism rate
Student engagement and climate survey results
Family engagement participation
Access to counseling and social-emotional supports
Student behavior and connectedness indicators
Participation in CTE, fine arts, athletics, clubs, dual credit, etc.
Dropout rate

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement a district attendance improvement framework that emphasizes prevention, early intervention, family engagement, and coordinated supports to maintain at least a 96% average daily attendance rate.	District Truancy Coordinator, Campus Administrators	Ongoing		ADA, chronic absenteeism data, attendance intervention reports	
Strengthen district systems that support student social-emotional learning, mental health, and wellness through coordinated counseling services, behavioral health partnerships, crisis intervention, and referral processes.	Counselors, CIS Directors	Ongoing		Counseling utilization, referral data, student well-being indicators	
Foster a culture of belonging by implementing district initiatives that promote positive relationships, student	Campus Administrators	Ongoing		Climate survey results, student engagement indicators, participation	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
voice, leadership opportunities, character education, and inclusive school environments where every student feels connected and valued.				data	
Expand family and community engagement by strengthening communication, increasing opportunities for meaningful participation, and developing partnerships that support student success, attendance, and well-being.	Superintendent, Campus Administrators	Ongoing		Family engagement participation, communication metrics, survey results	
Utilize district climate, attendance, discipline, and perception data to monitor student well-being, identify trends, and guide continuous improvement efforts that strengthen school connectedness and student engagement.	District Leadership Team	Annually		District data reviews, attendance trends, climate survey results	
Expand district systems that increase student engagement through Career & Technical Education, Fine Arts, Athletics, UIL, extracurricular organizations, leadership development, and after-school enrichment opportunities.	Superintendent HS Administration MS Administration	Ongoing		Course Catalog	
Continue to partner with the First Baptist Church and the San Antonio Food Bank to support monthly food distributions.	Director of Special Programs	June		Number of students participating in program	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Budget Reference	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Budget Reference	Funding Source	Amount

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	**2022-23**		**2023-24**		**2024-25**	
Early Education	9	0.40%	8	0.40%	9	0.5%
Pre-Kindergarten	88	4.40%	79	4.00%	84	4.3%
Kindergarten	143	7.10%	145	7.30%	118	6%
Grade 1	164	8.20%	141	7.10%	157	8%
Grade 2	136	6.80%	158	8.00%	134	6.8%
Grade 3	144	7.20%	142	7.20%	157	8%
Grade 4	138	6.90%	145	7.30%	149	7.6%
Grade 5	150	7.50%	129	6.50%	148	7.5%
Grade 6	133	6.60%	152	7.70%	135	6.8%
Grade 7	140	7.00%	134	6.80%	168	8.5%
Grade 8	163	8.10%	144	7.30%	129	6.5%
Grade 9	160	8.00%	177	8.90%	156	7.9%
Grade 10	147	7.30%	149	7.50%	161	8.2%
Grade 11	150	7.50%	141	7.10%	142	7.2%
Grade 12	142	7.10%	140	7.10%	125	6.3%

Enrollment by Ethnicity and Subgroups						
Ethnicity	**2022-23**		**2023-24**		**2024-25**	
All Students	2007	100%	1984	100%		100%
American Indian or Alaska Native	3	0.10%	2	0.10%	3	0.2%
Asian	4	0.20%	4	0.20%	7	0.4%
Black or African American	16	0.80%	16	0.80%	10	0.5%
Hispanic/Latino	1333	66.40%	1301	65.60%	1327	67.3%
Native Hawaiian/Other Pacific	3	0.10%	3	0.20%	3	0.2%
Two or More Races	29	1.40%	27	1.40%	23	1.2%
White	619	30.80%	631	31.80%	599	30.4%
Economically Disadvantaged	1148	57.20%	1164	58.70%	1103	55.9%
At-Risk	930	46.30%	877	44.20%	654	33.2%
Special Education	210	10.50%	195	9.80%	358	18.2%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	**2021-22**	**2022-23**	**2023-24**
All Students	93	93.6	93.6
Male	93.2	93.7	93.8
Female	92.8	93.5	93.5
Hispanic/Latino	92.4	93.3	93.4
Black or African American	91.9	90.2	92.2
White	94	94.2	94
Two or More Races	96.3	95.2	95.1
Economically Disadvantaged	92.2	92.8	93
English Language Learner	92.7	93.3	92.4
Special Education	92.4	93	93.3
At-Risk	92	92.8	92.7

Annual Dropout Rate				
Student Group	**Grade Level**	**2021-22**	**2022-23**	**2023-24**
All Students	7-8	0	0.3	0
	9-12	1.5	1.1	1.4
Male	7-8	0	0	0
	9-12	2.2	1.8	1.5
Female	7-8	0	0.7	0
	9-12	0.7	0.3	1.3
Hispanic/Latino	7-8	0	0.5	0
	9-12	2	0.7	1.6
	9-12		0	0
White	7-8	0	0	0
	9-12	0.5	2.1	1
Two or More Races	7-8	0		0
	9-12	0	0	0
Economically Disadvantaged	7-8	0	0	0
	9-12	1.2	1	1.8
English Language Learner	7-8	0	0	0
	9-12	4	0	0
Special Education	7-8	0	2	0
	9-12	4.3	0	2.4
At-Risk	7-8	0	0.6	0
	9-12	1.4	1.6	1.6

Annual and Total Graduates

Annual Graduates						
Subgroup	**2021-22**		**2022-23**		**2023-24**	
All Students	122	100%	139	100%	156	100%
African American	0	0.00%	0	0.00%	2	1.3%
Asian	0	0.00%	0	0.00%	0	0%
Hispanic	77	63.10%	99	71.20%	106	67.9%
Two or More	2	1.60%	1	0.70%	2	1.3%
American Indian	0	0.00%	0	0.00%	0	0%
Pacific Islander	1	0.80%	0	0.00%	0	0%
White	42	34.40%	39	28.10%	46	29.5%
Economically Disadvantaged	64	52.50%	57	41.00%	75	48.1%
At-Risk	43	35.20%	76	54.70%	61	39.1%
English Language Learner	2	1.60%	3	2.20%	8	5.1%
Special Education	12	9.80%	16	11.50%	15	9.6%

Total Graduates (All Students)						
Graduate Type	**21-22**		**22-23**		**23-24**	
Recommended High School Program/ Distinguished Achievement Program	0	0.00%	0	0.00%	0	0%
Foundation High School Program (Distinguished Levels of Achievement)	99	81.10%	103	74.10%	118	75.6%
Foundation High School Program (Endorsement)	0	0.00%	1	0.70%	16	10.3%
Foundation High School Program (No Endorsement)	23	18.90%	35	25.20%	22	14.1%
Minimum High School Program	0	%	0	0.00%	0	0%

Reading

2023-24 Reading STAAR Results

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	153	1431	38	25	115	75	60	39	10	7
	4	148	1486	44	30	104	70	49	33	17	11
	5	145	1550	44	30	101	70	56	39	24	17
	6	136	1608	35	26	101	74	57	42	21	15
	7	163	1656	40	25	123	75	71	44	35	21
	8	125	1724	24	19	101	81	70	56	40	32

2025-26 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	134	1407	45	34	89	66	52	39	17	13
	4	144	1498	45	31	99	69	51	35	11	8
	5	143	1527	63	44	80	56	51	36	22	15
	6	157	1597	60	38	97	62	60	38	25	16
	7	136	1646	31	23	105	77	57	42	23	17
	8	159	1734	21	13	138	87	89	56	50	31

2024-25 Reading STAAR Results

Student Group	

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	109	1421	31	28	78	72	40	37	6	6
	4	100	1465	36	36	64	64	25	25	7	7
	5	103	1539	34	33	69	67	34	33	16	16
	6	86	1593	25	29	61	71	31	36	13	15
	7	100	1632	29	29	71	71	35	35	14	14
	8	83	1697	18	22	65	78	41	49	17	20

2025-26 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	88	1378	38	43	50	57	27	31	10	11
	4	100	1490	33	33	67	67	31	31	7	7
	5	99	1499	51	52	48	48	25	25	9	9
	6	113	1584	48	42	65	58	39	35	15	13
	7	89	1626	26	29	63	71	31	35	12	13
	8	100	1713	14	14	86	86	50	50	24	24
American Indian or Alaska Native	4	1									
American Indian or Alaska Native	5	1									
Asian	4	1									
	5	1									
	6	2									
Asian	3	1									
	5	1									
	6	1									

	7	2									
Black or African American	3	1									
	6	3									
	8	1									
Black or African American	3	1									
	4	1									
	7	1									
Native Hawaiian or Other Pacific Islander	4	1									
	8	1									
Native Hawaiian or Other Pacific Islander	5	1									

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	43	1456	7	16	36	84	20	47	4	9
	4	44	1533	8	18	36	82	23	52	10	23
	5	41	1581	9	22	32	78	22	54	8	20
	6	43	1638	9	21	34	79	23	53	7	16
	7	60	1689	11	18	49	82	33	55	19	32
	8	37	1782	5	14	32	86	27	73	21	57

2025-26 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	41	1466	7	17	34	83	23	56	7	17

	4	43	1522	11	26	32	74	20	47	4	9
	5	40	1595	10	25	30	75	25	63	12	30
	6	43	1628	12	28	31	72	21	49	10	23
	7	42	1690	5	12	37	88	24	57	11	26
	8	55	1759	7	13	48	87	35	64	23	42
Two or More Races	4	1									
	6	2									
	7	3									
	8	3									
Two or More Races	3	3									
	5	1									
	7	2									
	8	4									

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	93	1409	28	30	65	70	25	27	5	5
	4	85	1452	35	41	50	59	19	22	6	7
	5	86	1507	36	42	50	58	23	27	7	8
	6	82	1585	26	32	56	68	29	35	9	11
	7	87	1609	27	31	60	69	24	28	8	9
	8	56	1672	17	30	39	70	24	43	8	14

2025-26 Reading STAAR Results

Student Group	

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	68	1373	28	41	40	59	19	28	5	7
	4	80	1470	31	39	49	61	21	26	3	4
	5	76	1481	42	55	34	45	17	22	4	5
	6	85	1564	39	46	46	54	25	29	8	9
	7	77	1609	26	34	51	66	23	30	9	12
	8	83	1698	12	14	71	86	38	46	18	22

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	7	1385	2	29	5	71	1	14	0	0
	4	10	1351	7	70	3	30	1	10	0	0
	5	8	1494	4	50	4	50	1	13	1	13
	6	2									
	7	8	1597	1	13	7	88	1	13	0	0
	8	5	1521	4	80	1	20	0	0	0	0

2025-26 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	11	1254	9	82	2	18	1	9	0	0
	4	5	1466	1	20	4	80	1	20	0	0
	5	10	1412	8	80	2	20	0	0	0	0
	6	9	1526	5	56	4	44	1	11	1	11
	7	12	1514	7	58	5	42	1	8	0	0

	8	6	1614	3	50	3	50	1	17	0	0

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	28	1337	17	61	11	39	5	18	0	0
	4	34	1421	19	56	15	44	8	24	1	3
	5	32	1453	18	56	14	44	4	13	2	6
	6	25	1483	19	76	6	24	2	8	0	0
	7	26	1518	16	62	10	38	1	4	1	4
	8	15	1540	11	73	4	27	0	0	0	0

2025-26 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	29	1293	20	69	9	31	4	14	0	0
	4	32	1402	21	66	11	34	5	16	0	0
	5	29	1417	21	72	8	28	5	17	1	3
	6	27	1508	19	70	8	30	3	11	2	7
	7	24	1504	19	79	5	21	1	4	0	0
	8	25	1573	13	52	12	48	1	4	1	4

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At_Risk	3	57	1369	22	39	35	61	9	16	1	2

4	80	1413	38	48	42	53	8	10	0	0
5	73	1469	37	51	36	49	10	14	3	4
6	78	1554	32	41	46	59	19	24	2	3
7	70	1551	34	49	36	51	7	10	0	0
8	56	1635	22	39	34	61	15	27	8	14

2025-26 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At_Risk	3	35	1315	22	63	13	37	5	14	2	6
	4	79	1428	38	48	41	52	9	11	0	0
	5	96	1455	61	64	35	36	14	15	2	2
	6	110	1549	55	50	55	50	23	21	7	6
	7	88	1590	29	33	59	67	21	24	2	2
	8	97	1670	21	22	76	78	37	38	12	12

English I

2023-24 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

All Students	170	4001	59	35	111	65	82	48	21	12
Hispanic/ Latino	120	3961	46	38	74	62	53	44	13	11
White	43	4143	9	21	34	79	27	63	8	19
Economically Disadvantaged	88	3855	40	45	48	55	26	30	7	8
Limited English Proficient	9	3617	8	89	1	11	0	0	0	0
Special Education	21	3643	15	71	6	29	2	10	0	0
At_Risk	48	3603	36	75	12	25	4	8	0	0

2025-26 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	163	4034	43	26	120	74	86	53	18	11
Hispanic/ Latino	112	3972	32	29	80	71	54	48	8	7
White	45	4188	9	20	36	80	29	64	9	20
Economically Disadvantaged	81	3955	23	28	58	72	40	49	3	4
Limited English Proficient	11	3685	7	64	4	36	1	9	0	0
Special Education	19	3559	14	74	5	26	2	11	0	0
At_Risk	84	3825	38	45	46	55	26	31	4	5

English II

2023-24 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	172	3906	67	39	105	61	80	47	4	2
Hispanic/ Latino	120	3863	52	43	68	57	50	42	2	2
White	50	4019	14	28	36	72	30	60	2	4
Economically Disadvantaged	83	3853	38	46	45	54	31	37	3	4
Limited English Proficient	15	3642	11	73	4	27	4	27	0	0
Special Education	25	3576	21	84	4	16	2	8	0	0
At_Risk	54	3624	39	72	15	28	7	13	0	0

2025-26 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	147	4024	42	29	105	71	82	56	7	5
Hispanic/ Latino	105	3985	33	31	72	69	53	50	5	5
White	38	4129	8	21	30	79	27	71	2	5
Economically Disadvantaged	73	3948	23	32	50	68	32	44	2	3
Limited English Proficient	10	3482	8	80	2	20	1	10	0	0
Special Education	17	3544	13	76	4	24	2	12	0	0
At_Risk	74	3773	36	49	38	51	21	28	0	0

Mathematics

2023-24 Mathematics STAAR Results

2024-25 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	156	1372	81	52	75	48	25	16	8	5
	4	148	1459	91	61	57	39	26	18	11	7
	5	145	1560	67	46	78	54	40	28	15	10
	6	137	1698	30	22	107	78	40	29	10	7
	7	122	1722	60	49	62	51	28	23	2	2
	8	145	1896	29	20	116	80	90	62	33	23

2025-26 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	136	1382	69	51	67	49	27	20	8	6
	4	144	1459	87	60	57	40	31	22	12	8
	5	142	1576	57	40	85	60	36	25	18	13
	6	156	1686	45	29	111	71	44	28	10	6
	7	89	1694	56	63	33	37	12	13	0	0
	8	165	1876	29	18	136	82	86	52	25	15

2024-25 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	111	1358	66	59	45	41	15	14	6	5
	4	100	1444	64	64	36	36	13	13	5	5
	5	103	1538	53	51	50	49	24	23	7	7

	6	87	1688	22	25	65	75	22	25	5	6
	7	81	1717	43	53	38	47	15	19	2	2
	8	93	1873	23	25	70	75	50	54	17	18

2025-26 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	90	1365	52	58	38	42	15	17	3	3
	4	101	1448	67	66	34	34	19	19	7	7
	5	99	1550	47	47	52	53	20	20	10	10
	6	112	1673	35	31	77	69	28	25	5	4
	7	66	1698	42	64	24	36	11	17	0	0
	8	103	1868	18	17	85	83	48	47	14	14
American Indian or Alaska Native	4	1									
American Indian or Alaska Native	5	1									
Asian	4	1									
	5	1									
	6	2									
Asian	3	1									
	5	1									
	6	1									
	8	2									
Black or African American	3	2									
	6	3									
	8	1									
Black or African American	3	1									

	4	1									
	7	1									
Native Hawaiian or Other Pacific Islander	4	1									
	8	1									
Native Hawaiian or Other Pacific Islander	5	1									

2024-25 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	43	1411	13	30	30	70	10	23	2	5
	4	44	1493	24	55	20	45	12	27	5	11
	5	41	1617	13	32	28	68	16	39	8	20
	6	43	1720	7	16	36	84	17	40	5	12
	7	40	1727	17	43	23	58	12	30	0	0
	8	46	1941	5	11	41	89	36	78	15	33

2025-26 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	41	1418	15	37	26	63	12	29	5	12
	4	42	1489	19	45	23	55	12	29	5	12
	5	39	1630	9	23	30	77	15	38	7	18
	6	43	1718	10	23	33	77	16	37	5	12
	7	21	1683	12	57	9	43	1	5	0	0
	8	57	1882	11	19	46	81	34	60	9	16

Two or More Races	4	1									
	6	2									
	7	1									
	8	4									
Two or More Races	3	3									
	5	1									
	7	1									
	8	3									

2024-25 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	94	1342	58	62	36	38	6	6	3	3
	4	85	1438	59	69	26	31	12	14	3	4
	5	86	1516	49	57	37	43	14	16	4	5
	6	83	1679	22	27	61	73	15	18	4	5
	7	74	1711	40	54	34	46	12	16	2	3
	8	64	1842	18	28	46	72	30	47	6	9

2025-26 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	69	1362	39	57	30	43	8	12	0	0
	4	80	1432	56	70	24	30	9	11	3	4
	5	75	1545	39	52	36	48	15	20	6	8
	6	84	1651	31	37	53	63	17	20	2	2
	7	62	1691	41	66	21	34	8	13	0	0

	8	82	1870	15	18	67	82	41	50	12	15

2024-25 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	7	1326	4	57	3	43	1	14	0	0
	4	10	1427	8	80	2	20	1	10	0	0
	5	8	1558	3	38	5	63	2	25	0	0
	6	2									
	7	8	1734	4	50	4	50	2	25	0	0
	8	5	1709	5	100	0	0	0	0	0	0

2025-26 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	12	1346	8	67	4	33	2	17	0	0
	4	6	1435	5	83	1	17	0	0	0	0
	5	10	1490	6	60	4	40	0	0	0	0
	6	9	1652	4	44	5	56	1	11	1	11
	7	9	1681	6	67	3	33	0	0	0	0
	8	9	1900	1	11	8	89	6	67	1	11

2024-25 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	30	1317	22	73	8	27	2	7	0	0

	4	34	1424	27	79	7	21	2	6	1	3
	5	32	1480	25	78	7	22	3	9	1	3
	6	25	1601	15	60	10	40	0	0	0	0
	7	26	1650	21	81	5	19	2	8	0	0
	8	15	1716	9	60	6	40	0	0	0	0

2025-26 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	30	1309	23	77	7	23	3	10	0	0
	4	32	1383	25	78	7	22	3	9	1	3
	5	29	1517	16	55	13	45	2	7	2	7
	6	26	1617	15	58	11	42	2	8	1	4
	7	24	1658	20	83	4	17	0	0	0	0
	8	25	1746	16	64	9	36	4	16	0	0

2024-25 Mathematics STAAR Results

Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	59	1318	42	71	17	29	2	3	1	2
	4	80	1401	66	83	14	18	3	4	0	0
	5	73	1475	55	75	18	25	5	7	0	0
	6	79	1651	26	33	53	67	7	9	1	1
	7	67	1682	45	67	22	33	5	7	0	0
	8	56	1785	25	45	31	55	14	25	3	5

2025-26 Mathematics STAAR Results

Student Group	

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At_Risk	3	36	1335	26	72	10	28	3	8	0	0
	4	80	1394	70	88	10	13	3	4	0	0
	5	95	1503	56	59	39	41	6	6	2	2
	6	109	1639	45	41	64	59	13	12	3	3
	7	76	1686	50	66	26	34	7	9	0	0
	8	102	1823	29	28	73	72	34	33	2	2

Algebra I

2023-24 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	150	4062	24	16	126	84	75	50	45	30
Hispanic/ Latino	105	3982	18	17	87	83	49	47	27	26
White	41	4291	4	10	37	90	25	61	17	41
Economically Disadvantaged	71	3904	15	21	56	79	28	39	15	21
Limited English Proficient	9	3664	2	22	7	78	2	22	0	0
Special Education	15	3731	5	33	10	67	3	20	0	0
At_Risk	43	3639	18	42	25	58	7	16	3	7

2025-26 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	167	4124	26	16	141	84	102	61	50	30
Hispanic/ Latino	109	4025	20	18	89	82	60	55	23	21
White	51	4326	5	10	46	90	37	73	23	45
Two or More Races	5	4296	0	0	5	100	4	80	3	60
Economically Disadvantaged	84	3996	17	20	67	80	42	50	18	21
Limited English Proficient	7	3525	4	57	3	43	0	0	0	0
Special Education	18	3622	8	44	10	56	1	6	0	0
At_Risk	72	3827	23	32	49	68	23	32	7	10

Science

2023-24 Science STAAR Results										
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2024-25 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	145	3567	76	52	69	48	19	13	5	3
	8	125	3989	30	24	95	76	61	49	19	15
Hispanic/ Latino	5	103	3507	58	56	45	44	9	9	1	1
	8	83	3915	23	28	60	72	35	42	12	14
Asian	5	1									

	8	1									
White	5	41	3728	17	41	24	59	10	24	4	10
	8	37	4162	6	16	31	84	23	62	7	19
	8	3									
Economically Disadvantaged	5	86	3459	55	64	31	36	5	6	0	0
	8	56	3847	18	32	38	68	20	36	6	11
Limited English Proficient	5	8	3425	6	75	2	25	0	0	0	0
	8	5	3430	4	80	1	20	1	20	0	0
Special Education	5	32	3359	24	75	8	25	1	3	0	0
	8	15	3251	14	93	1	7	1	7	0	0
At_Risk	5	73	3363	56	77	17	23	1	1	0	0

2025-26 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Biology

2023-24 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	143	4155	11	8	132	92	91	64	25	17
Hispanic/ Latino	100	4085	9	9	91	91	58	58	13	13

White	38	4328	1	3	37	97	30	79	11	29
Economically Disadvantaged	70	4025	7	10	63	90	36	51	6	9
Limited English Proficient	5	3624	2	40	3	60	1	20	0	0
Special Education	16	3930	4	25	12	75	6	38	2	13
At_Risk	29	3702	8	28	21	72	5	17	0	0

2025-26 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	140	4370	3	2	137	98	110	79	51	36
Hispanic/ Latino	95	4286	2	2	93	98	70	74	27	28
White	40	4579	0	0	40	100	36	90	22	55
Economically Disadvantaged	67	4276	1	1	66	99	49	73	16	24
Limited English Proficient	8	3823	0	0	8	100	1	13	0	0
Special Education	18	3895	2	11	16	89	7	39	0	0
At_Risk	64	4113	3	5	61	95	40	63	8	13

Social Studies

2023-24 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2024-25 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters

				#	%	#	%	#	%	#	%
All Students	8	125	3794	43	34	82	66	43	34	21	17
Hispanic/ Latino	8	83	3727	33	40	50	60	25	30	12	14
Black or African American	8	1									
White	8	37	3935	8	22	29	78	15	41	8	22
Two or More Races	8	3									
Economically Disadvantaged	8	56	3603	28	50	28	50	12	21	5	9
Limited English Proficient	8	5	3195	4	80	1	20	0	0	0	0
Special Education	8	15	3270	12	80	3	20	1	7	0	0

2025-26 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	159	3777	63	40	96	60	52	33	29	18
Hispanic/ Latino	8	100	3676	44	44	56	56	27	27	14	14
White	8	55	3929	19	35	36	65	22	40	14	25
Two or More Races	8	4									
Economically Disadvantaged	8	83	3639	39	47	44	53	20	24	9	11
Limited English Proficient	8	6	3353	5	83	1	17	0	0	0	0
Special Education	8	25	3294	20	80	5	20	2	8	1	4

U.S History

2023-24 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	138	4235	6	4	132	96	95	69	45	33
Hispanic/ Latino	85	4143	3	4	82	96	55	65	19	22
White	47	4387	3	6	44	94	37	79	24	51
Economically Disadvantaged	48	4144	3	6	45	94	28	58	9	19
Limited English Proficient	5	3601	2	40	3	60	0	0	0	0
Special Education	17	3810	3	18	14	82	4	24	1	6
At_Risk	38	3882	4	11	34	89	12	32	2	5

2025-26 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	136	4215	6	4	130	96	97	71	44	32
Hispanic/ Latino	96	4170	4	4	92	96	64	67	26	27
White	39	4321	2	5	37	95	32	82	18	46
Economically Disadvantaged	63	4151	4	6	59	94	41	65	17	27

Limited English Proficient	7	3894	2	29	5	71	3	43	0	0
Special Education	20	3869	4	20	16	80	6	30	2	10
At_Risk	77	4061	5	6	72	94	45	58	12	16